Credential AREA: Infant-Toddler Credential (Level 4)
TOPIC: CPD-IRE Custom Assessment Example
Learning Experience and Implementation

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care	-------
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being	C-1a, L&L-3f
ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being	SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3	SE-6e
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers	C-4d, C-4f, L&L-3c
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	-------

II. Assessment Task Description/ Directions

In this assessment, you will be developing and implementing a week-long learning experience plan for a group of infants and/or toddlers. Your planning will encompass five days and the implementation of two of the outlined learning experiences that are required. The purpose of this assessment is to determine your competencies in the areas of identifying foundational components of high-quality care, culturally, linguistically, and developmentally responsive curricular strategies, planning, implementing, and assessing appropriate learning experiences, and describing and selecting appropriate content.

Successful completion of this assessment requires that it be conducted during a clinical experience or with a group of infants/ toddlers with whom you have access. If you do not have an infant/ toddler classroom where you have ongoing contact, please make arrangements to meet with the teacher to both plan for your assessment and learn more about the children you will be working before you begin planning. When you meet with your cooperating teacher, be sure to ask about relevant assessment data and information about the learners in the classroom,

which would be beneficial in terms of your lesson planning and implementation. It is critical that you maintain confidentiality while collecting, implementing, and recording information for this assessment.

Part I: Initial Reflection

Prior to planning your lesson, it is important to highlight foundational components of quality care that will inform your planning. As well, you need to consider the unique learners you will be working with and cultural, linguistic, and developmentally responsive strategies for those learners. You will include evidence that supports effective curricular practices. Finally, it is essential to consider mandates and requirements, including building, center, and curricular factors, that must be adhered to in your planning. Consider each of these and develop a reflection that addresses:

- Foundational components of high-quality, responsive infant and toddler care you need to take into account when you develop your learning experiences
- Relevant child assessment and family data that will help in planning your learning experience, including how you will connect with families. Consider cognitive, physical, emotional and social domains.
- Building/ center/ classroom/ curricular mandates, expectations or other factors that influence your planning

Technology Option:
- Video/audio record options
- Interactive options
- Presentation options

Part II: Learning Experience Development

Develop a learning experience plan based on the developmental, cultural, and linguistic needs of the children observed between the ages of 6 weeks and 3 years. Your first step in developing your Learning Experience Plan is for you to observe the children you have selected. Use the Developmental Profile to summarize your observation. Collect data for each of the developmental domains for which you are planning experiences. Based on the Developmental Profile and the Early Learning Guidelines, complete the Observation and Curriculum Planning Form discussing the child's development and learning profile. Your Learning Experience Plan should include the following components:

Technology Option:
- Collaboration options
- Interactive options

- Targeted developmental domains
- Observation data
- Description of how the learning experience will nurture infant/ toddler development, learning, mental health, and well-being
- Knowledge about this group of learners that justifies presenting this learning experience in the proposed manner
- Identification of how the learning experiences support the young child's emerging understanding of literacy, math, science, and creative expression
- Evidence-based practices, theory, research, and standards that are relevant to your planning; cite your sources of this information
- Specific outcome(s) learners will be expected to achieve at the end of the implementation of the learning experiences, aligned with appropriate standards
- An overview of experiences and strategies that will support child construction of knowledge through plan, exploration, and experimentation

Part III: Learning Experience Plan
- Complete the Learning Experience Plan

Part IV: Learning Experience Implementation
- Work with your cooperating teacher to implement two of the learning experiences identified and either have a peer record a portion of your teaching using your cell phone or other device or utilize feedback from your supervisor or your cooperating teacher. If you choose to record your teaching, know that your video will not be submitted. Instead, you will use this video as a reflection tool to guide you in reflecting upon your teaching.

Technology Option:
- Video/audio record options

Part V: Post-Reflection
After you have developed, implemented, and reviewed the lesson, respond to the following:
- Identify how effective your implemented strategies were in supporting young children's development and learning
- Determine modifications or adaptations you would suggest for future learning experiences
- Identify adaptive equipment that would be beneficial for use in the future
- Share your learning experiences with others, including how the experiences supported infant/toddler communication, well-being, and positive interactions with their physical and social world
- Identify positive guidance techniques that could/ should be applied to the group or individual child
- Determine strategies that you will use to share progress with families based on the learning experiences

III. Assessment Rubric

<table>
<tr><th colspan="6">ITC Level 4 Learning Experience and Implementation Custom Rubric</th></tr>
<tr><th>Competency</th><th>Distinguished</th><th>Competent</th><th>Developing</th><th>Unacceptable</th><th>Unable to Assess</th></tr>
<tr>
<td>CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care

Zero to Three: N/A</td>
<td>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented</td>
<td>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented</td>
<td>Provides examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families</td>
<td>Provides incomplete or inaccurate examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families</td>
<td></td>
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</table>

	in curriculum for infants and toddlers and their families Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards) Identifies strategies supportive of family knowledge of the foundational components of high-quality, responsive, infant and toddler care	in curriculum for infants and toddlers and their families Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	Provides examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science Names sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	Provides incomplete or inaccurate examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science Names inaccurate sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards)	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	Unable to Assess
CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning,	Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and	Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and	Provides examples of how curriculum for infants and toddlers fosters and is based on unique skills and abilities	Relationship between curriculum, development and learning not synthesized Curriculum strategies	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
mental health, and well-being **Zero to Three**: C-1a, L&L-3f	is based on unique skills and abilities Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation Identifies standards, evidenced-based practices, and young children's experiences, abilities and interests that inform curriculum choices	is based on unique skills and abilities Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation	Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning	identified not supportive of infant/toddler development and learning	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
CPD3: Plans and implements, in partnership with	Develops daily curriculum, in partnership with	Develops daily curriculum, in partnership with	Develops daily curriculum that respects family culture, beliefs	Develops daily curriculum	

				Unacceptable	Unable to Assess
families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being **Zero to Three**: SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h	families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science Identifies strategies supportive of family knowledge of the importance of high-quality curriculum in infant/toddler settings	families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science	and values, the individual needs, preferences and abilities of infants and toddlers Develops daily curriculum for infants and toddlers that incorporates relationships and play Develops daily curriculum supportive of young children's emerging understanding of literacy, math, and science		
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions	Establishes practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from	Establishes challenging practitioner-parent interactions and relationships that support growth-promoting, positive parent-child	

and relationships from birth-3 **Zero to Three**: C-1a	and relationships from birth-3. Supports families in their abilities to establish positive practitioner-parent interactions and relationships with their child in the future	and relationships from birth-3	birth-3	interactions and relationships from birth-3	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Competency**
IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being **Zero to Three**: SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e	Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategizes and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression,	Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression,	Provides limited examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Partially explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies limited strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that	Provides incorrect examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Provides incorrect explanation of how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies incorrect strategies and develops early learning environments, interactions, and experiences (e.g.,	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
	self-regulation, and self-confidence to explore and learn

Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)

Uses research and evidence-based to support and advocate for culturally and linguistically responsive environments, interactions, and experiences for infants and toddlers | self-regulation, and self-confidence to explore and learn

Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly) | provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn

Partially appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly) | adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn

Inaccurately appraises indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly) | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable to Assess** |
| **IRE7**: Facilitates and | Names sources of | Names sources of | Names sources of | Names inaccurate or | |

advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being **Zero to Three**: N/A	research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other factors that impact development Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development) Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance). Illustrates how positive guidance techniques apply at different ages between birth and 3	research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other factors that impact development Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development) Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance). Illustrates how positive guidance techniques apply at different ages between birth and 3	practical information on environments and interactions that support infant-toddler development and learning Uses principles and related practices infant/toddler development and learning Compares interaction and support techniques appropriate to infants and toddlers Illustrates positive guidance techniques Demonstrates approaches for maintaining and strengthening relationships	irrelevant sources of practical information on environments and interactions that support infant-toddler development and learning Uses developmentally inappropriate principles and related practices infant/toddler development and learning Compares interaction and support techniques that are not appropriate to infants and toddlers Illustrates behavioral techniques that do not nurture and support healthy infant/toddler development and learning Demonstrates approaches that inhibit positive relationships	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers Supports families and colleagues in facilitating and advocating for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers			
CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers **Zero to Three**: C-4d, C-4f, L&L-3c	Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well-being of infants and toddlers Provides evidence-base for adaptations	Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers	Adapts instructional practices to support infant/toddler development and learning	Adaptations to instructional practices supportive of the unique developmental needs of infants and toddlers not incorporated	

Green = Level 3   Orange = Level 4

IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care	-------					
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being	C-1a, L&L-3f					
ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being	SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h					
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3	SE-6e					
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e					
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers	C-4d, C-4f, L&L-3c					
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being	-------					

Observation and Curriculum Development Planning Form

Child's Name:	Date:
Child's Age:	Time:

Utilized Observation Strategy:
Domain(s):

<u>Developmental Profile</u>

<u>Observation</u>

Guiding questions:
- How does the child seem to prefer to interact with the world?
- What skills or activities appear to lead to frustration or challenge?
- What developmental skill does s/he appear to be working on?
- What holds the child's interests in the environment?
- What else do I need to know?
- What questions do I have for the child's family?

Reflection on interaction between child and environment, including:
- The child's preferences regarding relationships
- Daily routines
- Needs for of adaptive equipment, adaptations, accommodations, and modifications
- The child's strategies for interacting with the environment:

Reflection on unique learning needs
- Creative expression
- Family context (culture, language)

Goals and Objectives

Goal:

Objectives:

Learning Experience Plan

Day of Week	M	T	W	R	F
Objective:					
Objective:					
Objective:					

Extending Learning Opportunities and Interactions with Family(ies):

Materials/Changes to Environment Needed:

How will music, movement and other methods of creative expression be included?

How will emergent literacy be supported?

How will mathematical thinking be supported?

How will scientific thinking be supported?

How will you ensure the indoor and outdoor play environment is responsive to the group and individual children?

Describe experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation: